

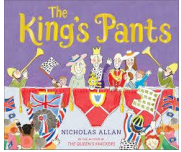



Year 1 Term 6 Medium Term Plan


Term 6	Bright Lights, Big City	Literacy Focus	CP	PE	PHSE	Trips/ Special Events
Week 1 2/6	'Katie goes to London'- Literacy Geography	 <p>All About London - Diary Entry Shared plan</p>	Geography PHSE Maths	Run, Jump, Throw Unit 1 lesson 1 <i>We are learning: to stop and start at speed.</i>	RSE/ Transition	Tea party/ Visit from the Queen
Week 2 9/6	Katie goes to London'- Literacy Geography	 <p>All About London - Diary Entry Independent Write</p>		Run, Jump, Throw Unit 1 lesson 2 <i>We are learning: to use our arms when running at different speeds.</i>		

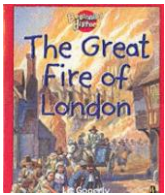
<p>Week 3 16/6</p>	<p>Great Fire of London- History</p>	 <p>News report - Shared ideas</p>	<p>Literacy Maths Science Computing</p>	<p>Run, Jump, Throw Unit 1 lesson 3 We are learning: to take off on two feet to jump for distance.</p>	<p>RSE/ Transition</p>	<p>Fire Engine Visit PHONIC SCREENING WEEK Father's day Games on the field</p>
<p>Week 4 23/6</p>	<p>Great Fire of London- DT</p>	 <p>News report - Independent Write</p>	<p>PHSE Art Music</p>	<p>Run, Jump, Throw Unit 1 lesson 4 We are learning: to use correct technique to throw different objects for distance.</p>	<p>RSE/ Transition</p>	<p>Fire with the junk model houses. Beach Trip.</p>
<p>Week 5 30/6 TRANSITION WEEK</p>						


<p>Week 6 7/7</p>	<p>The Kings Pants</p>	 <p>Sack of pants have been stolen and children must identify who stole them through investigations.</p> <p>Shared police report</p>	<p>Science Maths Literacy Geography Art</p>	<p>Run, Jump, Throw Unit 1 lesson 5 We are learning: to show improvement in our throwing.</p>	<p>RSE/ Transition</p>	<p>Colour Run Celebration</p>
<p>Week 7 14/7</p>	<p>The Kings Pants The Beach</p>		<p>Computing DT Art</p>	<p>Run, Jump, Throw Unit 1 lesson 6 We are learning: to take part in a competition using</p>	<p>RSE/ Transition</p>	

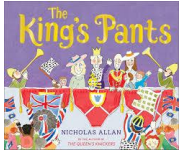
		Independent police report		running, jumping and throwing skills.		
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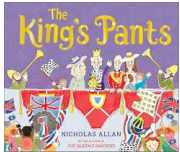
	Literacy	Maths	Foundation subject Focus	Passport Challenges	Computing and music
<p>Week 1: Katie Goes to London</p>  <p>All About London - Diary Entry</p> <p>Shared plan</p> <p>Focus:</p>	<p>Count from 50 to 100</p> <p>Tens to 100</p> <p>Partition into tens and ones</p>	<p>Geography Focus</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Identify the characteristics of a settlement.</p>	<p>Construct simple structures, models or other products using a range of materials.</p> <p>Construct tall buildings to make a city landscape using cardboard boxes, crates and other large-scale materials.</p> <p><i>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i></p> <p>Encourage the children to recall the names of common physical features of the United Kingdom using the correct geographical vocabulary.</p>	<p><i>Computing</i></p> <p><i>Coding lesson 3&4</i></p> <p>Music- Together we're stronger!</p> <p><i>Prepare for a performance of songs and activities from the year.</i></p>	

	<p><i>Capital letters, full stops, commas for lists, expanded noun phrases, 1st person</i></p>			<p>Encourage them to describe some of the characteristics of each feature, for example, 'A lake is a body of water surrounded by land'.</p> <p>Identify the similarities and differences between two places.</p> <p>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.</p>	
<p>Week 2 : Katie Goes to London.</p>	 <p>All About London - Diary Entry</p> <p>Independent Write</p> <p>Focus:</p> <p><i>Capital letters, full stops, commas for</i></p>	<p>The number line to 100</p> <p>1 more, 1 less.</p>	<p>Geography Focus</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Look at a variety of maps and plans of Dover and compare with maps of London. Who is closest to the beach? How can we tell from the map?</p>	<p>Natural materials, such as twigs, moss, pebbles, sand and water can be used to make art.</p> <p>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.</p> <p>Identify the similarities and differences between two places.</p>	<p>Music- Together we're stronger! Prepare for a performance of songs and activities from the year.</p>

	<i>lists, expanded noun phrases, 1st person</i>				
Week 3: Great Fire of London	 <p>News report - Shared ideas</p> <p>Focus: Facts, 5Ws, capital letters, full stops, exclamation</p>	<p>Compare numbers with the same number of tens</p> <p>Compare any two numbers</p>	<p>History Focus</p> <p><i>Describe a significant historical event in British history.</i></p> <p>Show the children The Great Fire of London video. After watching, talk about the fire, its causes and the impact it had on the city of London. Invite the children to work in pairs or small groups to read, discuss and answer the questions provided on the Great Fire of London sorting cards.</p>	<p>A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.</p> <p>A sketch or drawing of a place or space is called a landscape.</p> <p>Search for or retrieve digital content, including images and information, in digital folders and online, with supervision.</p>	<p>Music- Together we're stronger!</p> <p><i>Prepare for a performance of songs and activities from the year.</i></p>

	marks, past tense.				
<p>Week 4: Great Fire of London</p> <p>BEACH TRIP</p>	 <p>News report - Independent Write</p> <p>Focus: Facts, 5Ws, capital letters, full stops, exclamation marks, past tense.</p>	<p>Unitising (CP book)</p> <p>Recognise coins.</p> <p>Recognise notes.</p>	<p><u>Geography focus</u></p> <p>Name and describe the purpose of human features and landmarks.</p>	<p>Significant historical events include those that cause great change for large numbers of people.</p> <p>Create a timeline that shows the chronology of events associated with the Great Fire of London. Use vocabulary, such as first, next, finally, then and after that, to talk about their ideas and begin to order information chronologically. Start with the fire breaking out in the Pudding Lane bakery on Sunday morning and end with many smaller fires being put out by Friday afternoon</p> <p>Sing traditional songs, nursery rhymes and chants clearly.</p> <p>Play the London's burning video. Ask the children to listen carefully and then explain what event the song might be referring to. Sing the song as a group, encouraging the children to sing the words clearly and finish the lines together</p>	<p>Music- Together we're stronger!</p> <p>Prepare for a performance of songs and activities from the year.</p>

				Observe and explore outcomes when buttons are pressed in sequences on a robot and identify and debug a simple algorithm. (beebots)	
Week 5: TRANSITION WEEK	TRANSITION WEEK				
Week 6: The Kings Pants! RE WEEK: How should we care for others and the world and why does it matter? RE Coverage	 <p>Sack of pants have been stolen and children must identify who stole them though investigations. Shared police report</p> <p>Focus;</p>	<p>Counting coins (CP book)</p> <p>Days of the week</p> <p>Months of the year.</p>	<p>RE Focus How should we care for others and the world and why does it matter?</p> <p>The Good Samaritan Story</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2)</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	<p><i>Computing</i> <i>Spreadsheets lesson 1&2</i></p> <p>Music- Together we're stronger! <i>Prepare for a performance of songs and activities from the year.</i></p>

	Suffixes, conjunctions, apostrophes				
<p>Week 7: The Kings Pants TAXI</p>	 <p>Independent police report</p> <p>Focus; Suffixes, conjunctions, apostrophes.</p>	<p>Hours, minutes and seconds (CP book)</p> <p>Tell time to the hour</p> <p>Tell time to the half hour</p>	<p>DT Focus Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Provide construction kits for the children to create a moving vehicle.</p>	<p>Explore and evaluate a range of existing products. 'Is it easy or difficult to move the box? Is it easier to push or pull the box? What happens if you add more objects to the box and try to move it?' Give each group a skateboard or rollers to put under the box, then ask the children to move the box again to observe if it is easier or harder to move on wheels</p> <p>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p>	<p>Computing Spreadsheets lesson 3</p>

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